A. ORGANIZATION AND OPERATION OF CAREER SERVICE SYSTEMS

1. How many distinct boards and panels does the Career Service use?

2. Are responsibilities of the boards and panels fixed by grade? by function?

3. How many careerists serve on each of these boards and panels?

4. Are individuals rotated after serving a limited appointment or does the incumbent of a particular position serve until replaced?

5. Are there elements of the Career Service structure other than boards and panels?

6. What are the responsibilities of the various elements?

7. Does the Career Service use written guidelines or criteria in fulfilling its responsibilities?

8. How long have your present Career Service procedures been in operation?

9. What was the last significant modification of structure or procedure made?

10. What Career Service actions (or proposals) are brought to the personal attention of the Deputy Director for his approval?

B. PROMOTION SYSTEMS

1. Are the procedures used to evaluate employees for promotion different for various grade groups? For various occupational groups?

2. Does the Career Service have a "written" promotion policy which explains promotion criteria and time-in-grade requirements?

3. What considerations other than CSGA determine your promotion rate at each grade level?

4. How does the promotion system provide for the equitable consideration of careerists:

      a. engaged in lengthy training assignments?

      b. assigned to personal rank positions?

      c. In active military service?

      d. assigned to other Career Services or to an outside Agency?

5. What documentation is used in the promotion process?

6. Do you set aside certain positions to accommodate the promotion of "comers"? Special time-in-grade policy for "comers"?

C. EMPLOYEE UTILIZATION AND COUNSELING

1. How is employee counseling used within the Career Service?

2. Have you identified a particular set of experiences (assignments or training) which you attempt to program for employees as their careers pass from the junior through the mid-level to the more senior positions?

3. How do you identify and develop clerical or technical personnel with "potential" and interest in professional positions?

4. How many professionals have you developed from the clerical or technical ranks during the past year? How many do you expect to develop and convert during the next year?

5. What criteria are used to identify the more "promising" officers in the Career Service?

6. What procedures do you use for making reassignments?

7. What means do you use to assure the assignment validity for new, young professional and establish that:

      a. they _feel_ appropriately assigned.

      b. they _feel_ sufficiently challenged.

      c. they _feel_ fully informed of Career Service activities

and policies.

D. LETTERS OF INSTRUCTION (LOI'S)

    1. How soon after an employee begins a new job does the Career Service require him to have an individualized LOI?

    2. Does the Career Service have a format that must be used for LOI's?

    3. Does the employee or supervisor initiate the LOI?

    4. Do the employee and supervisor discuss the LOI before it is finalized for signature?

    5. Is the employee given a copy of the LOI?

    6. Where are copies of the LOI retained? (Official File) Why?

    7. Describe how the LOI will be used in performance evaluation.

    8. How often must the LOI be reviewed?

    9. If annually, does the review coincide with the fitness report cycle?

E. STAFFING PRACTICES

    1. Do you use written selection and personal evaluation criteria when reviewing applicant files?

    2. Describe your applicant review procedures, identifying the role of various officers in applicant referral and selection.

    3. When and how is an applicant informed of his specific duty assignment and his general career development parameters if hired?

F. EQUAL EMPLOYMENT OPPORTUNITY PROGRAM

    1. What initiatives have been taken by the Career Service to stimulate EEO?

    2. What procedures do you have for developing and training on-duty minority group members?

    3. What types of jobs, if any, pose special problems if not filled by an individual of a particular sex? Please explain?

    4. Do you have any jobs wherein race could be a factor in achieving satisfactory performance?

    5. What special steps are taken to preclude discrimination because of race and sex?

    6. What attention, if any, is given to age as a factor in:

        a. recruitment?

        b. candidate selection for training or executive development?

        c. promotion?

G. EMPLOYEE SUITABILITY AND EMPLOYEE REDUCTIONS

    1. In meeting the requirements contained in [   ] how does **STATINTL** the Career Service evaluate an employee's suitability for retention beyond the one year trial period?

    2. How many employees were separated from the Career Service during the past year for failure to qualify for retention beyond the trail period?

    3. What specific ranking methods are used to determine an employee's status in the Career Service, particularly the "least needed?"

    4. What kinds of evidence other than fitness reports are used as evaluation tools in personal suitability cases?

    5. What steps have been taken to provide for the reduction of employee strength to meet surplus problems?

H. EMPLOYEE MOBILITY AND ROTATION

1. What percentage of your "rotational" jobs:

    a. involve the lateral movement of individuals to like kinds of jobs having rather nominal distinctions?

    b. are viewed (and initiated) by the Career Service as serving the purpose of providing personal development for the employee?

    c. are systematically planned rather than the consequence of an employee's initiative to resign, retire or request a transfer?

2. Have you used vacancy notices to identify prospects to fill positions? Agency-wide or Directorate notices?

3. Have you observed and analyzed patterns of movement among different occupational groups and used this information in planning employee career development? (model of progressive experiences)

I. TRAINING ACTIVITIES

1. Do you have a training model of courses? By occupational category, grade or both?

2. How are individual training requirements determined?

3. Does the Career Service provide any courses specifically for its careerists?

4. What kinds of OTR courses have proved most helpful? Least helpful?

5. Do certain training courses or programs serve as prerequisites or of special significance for promotions at certain levels or for assignment to particular positions?

J. EMPLOYEE RECOGNITION AND AWARDS

1. How are recommendations for QSI's and Honor and Merit Awards initiated and processed within the Career Service?

2. What criteria does the Career Service use for making decisions about the appropriateness of the awards or the QSI?

3. In addition to the awards formally provided for by Agency regulations, are there other kinds of rewards or recognition systems developed or used by the Career Service?

K. EMPLOYEE/MANAGEMENT COMMUNICATION

1. Do you disseminate written "newsletters" (not notices) to
employees? How often?

2. How does the Career Service inform employees of personnel
decisions, e.g., promotions and reassignments?

3. How and by whom are employees specifically informed when they
are judged by the Career Service to lack potential to advance further
in grade or responsibility?

4. By what process, if any, is employee morale assessed?

L. FUTURE DEVELOPMENTS

1. What major functional, organizational or technological changes do you expect in the Career Service during the next two or three years which will have significant personnel implications?